DOCUMENT RESUME

ED 324 025 IR 053 303

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TITLE Development &/or Furthering Library Reserach Skills for Local Junior and Senior High School Students.
INSTITUTION Sonoma State Univ., Rohnert Park, CA. Ruben Salazar Library.
PUB DATE 89
NOTE 28p.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Libraries; Higher Education; *Library Instruction; *Library Skills; Objective Tests; Pretests Posttests; Questionnaires; Research Papers (Students); *Research Skills; School Libraries; Secondary Education; *Skill Development; Student Research; Worksheets

ABSTRACT

In the spring of 1988, the High School Outreach Community Service Project was conceived at Sonoma State University (SSU) to teach Marin County students to use the academic libraries and to develop search strategies to locate and evaluate information on any given topic. The program addressed community needs, namely the development and/or furthering of library research skills for local junior and senior high school students. At area schools, a 30-minute presentation was given and accompanying materials were distributed. Afterward, students and teachers were given a tour of SSU's Ruben Salazar Library. The tour emphasized the use of: (1) "Library of Congress Subject Headings"; (2) the card catalog; (3) indexes in bound, microfilm, and online database formats; and (4) the extensive reference collection. After the tour, students were free to utilize the library for individual research projects. Following the tour, a letter was sent requesting evaluations of the program and suggestions for improvement. The program was met with enthusiasm, and, because of its positive reception, lottery funding for its continuation was granted. During the two years that the high school outreach project was offered, approximately 2,000 students in grades 8-12 participated. Copies of the library pre/posttest used, assignments, and an evaluation questionnaire for student completion are appended. (SD)

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[DEVELOPMENT &/OR FURTHERING LIBRARY RESEARCH SKILLS FOR LOCAL JUNIOR AND SENIOR HIGH SCHOOL STUDENTS]

by

Patricia Wollter

1989

IR053303

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

> The goal of library literacy, of course, is not merely to teach students to use their local libraries, but to teach them how to develop a search strategy to locate and evaluate information on any given topic.[1]

It was with the above stated motive in mind that the High School Outreach Community Service Project was originally conceived at Sonoma State University. This highly successful program was initiated in the Spring of 1988 and, based on its reception, lottery funding for its continuation was granted in the Spring of 1989.

The program addressed community needs, namely the development and/or furthering of library research skills for local junior and senior high school students. For this project a presentation was devised along with accompanying literature to be offered on site at area schools. The "prepared" students and teachers were then invited to the university library for a tour and research.

During the two years that the high school outreach project has been offered approximately 2000 area students in grades eight through twelve have been able to participate. It has been the hope and intent that the library research skills introduced and practiced have furthered the educational needs of the participants for the short term, as well as helping toward lifelong learning.

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[1] J.B. Fatzer, "The Future of Library Literacy," RQ, Summer 1988, p.486.

> There has always been a belief that if library skills were taught effectively throughout primary and secondary school, library skills instruction in higher education would be redundant except for some brief library orientation. [2]

Unfortunately, for budgetary reasons, library proficiency is not able to be a primary concern in many school districts, and students often enter high school and/or college ill-equipped with the skills necessary to sustain them through higher education as well as in conducting individual research. In order to improve upon the area of building library skills a high school outreach program was developed in the Ruben Salazar Library at Sonoma State University in Rohnert Park, California.

Pat Wollter, the reference librarian responsible for bibliographic instruction in the campus library applied for funding in order to develop a community service internship project. During the spring semesters of 1988 and 1989, the interns, Corina Morano and Alice Fielder, created and implemented a well received program which has been offered to local schools.

The purpose of this program has been to familiarize high school students with library research skills. Emphasis was placed on utilizing academic libraries in general, the Ruben Salazar Library being used as a specific reference point. This program was composed of two components: a presentation in the classroom or library of the participating school where general information was given, and a follow-up visit by the students to

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[2] Ian Malley, The Basics of Information Skills Teaching (London: Clive Bingley, Limited, 1984), p. 44.

the campus library for a tour and specific research opportunities.

Initially, contact made in regards to this project was via letters sent to middle, junior, and senior high school principals within the two counties in closest proximity to the university. Four "coffee meetings" were then arranged for librarians at all of the previously mentioned schools. The purpose of these sessions was to distribute to the school librarians the materials that would be offered to interested teachers. In this manner, the principals were apprised of the program's existence and the school librarians were given the information that would be passed on to the teachers in order that they could facilitate the learning process on their school campuses.

During the second year of offering this program it was decided to focus attention on fewer schools, and only those on the high school level. Therefore, it was expedient to send letters explaining the program to principals, librarians, and the heads of the English and social studies departments. A simple calendar was utilized for recording and coordinating requests for presentations as the phone calls came in from the local schools.

The handbook that had been utilized during the first year of the program was updated and made more concise and readable for high school students. An emphasis was focused on specific research areas: subject headings, the card catalog and catalog card, and the classification system.

Particular research aids such as reference sources, indexes, and abstracts, microforms, and evaluative materials were then

introduced. The objective in assembling the material for this handbook was to give enough basic tools to understand the research process, to know how and where to find information, and to be able to access a variety of sources. In a future edition it is suggested that a map of the campus and schedule of hours that the library is open be included in the handbook.

A presentation of approximately 30 minutes was developed consisting of 1) slides of important areas within the campus library to give a visual introduction to locations and sources of information, 2) a brief overview of the handbook's main features, and 3) transparencies to demonstrate how a simple search strategy could be constructed.

The tour of the campus library was designed to take 15-25 minutes. Our physical plant consists of two floors. Beginning on the ground floor where the basic research would be done, certain areas were stressed. Of greatest importance were the three volumes of the Library of Congress Subject Headings; the card catalog; the indexes in bound, microfilm, and computer database formats; and the extensive reference section. The tour then proceeded upstairs to see where and how the sources are accessed. The areas thought to be of greatest value for the students were the newspaper room for current copies, the newspaper microfilm room, the microform and viewer rooms, and the periodical and book stacks. Students were then free to utilize the campus library for individual research projects.

Following the campus library tour and research opportunities, a letter was sent requesting that evaluations of the

program be made and returned to the bibliographic instruction office so that suggestions for improvements could be taken under consideration for future offerings.

Copies of all materials and correspondence utilized in conjunction with this project for building library skills have been included for use by interested parties.

The contact with local educators who see the value of having their students learn and utilize library skills was most rewarding. There is a definite need for our current and future populations to know how to access the information necessary for learning and making decisions. This program has been met with enthusiasm and has, hopefully, been of benefit to the community.

Personal Evaluation

There is, I believe, an incalculable need for our present and future generations to know how to access and evaluate information in order to make decisions. The student who learns how to locate pertinent, quality references to answer his/her questions will have the capability of weighing relevant evidence in deriving a critical judgment. Libraries can play a central role in providing the means and materials for a lifetime of education.

As a supporter of libraries and as a mother of students in the California education system I have some specific concerns regarding the importance of our students being taught research skills and having them reinforced and expanded as the pupils progress through school. It was due to these interests in the lifelong learning process of our children that I was most delighted to have had the opportunity to serve as the intern for the School District Library Project.

Participation in this project afforded me the opportunity to become acquainted and work with teachers and librarians who recognize the necessity of bibliographic instruction for their students. I had the pleasure of developing instruction materials prior to delivering basic research information to several classrooms and conducting library tours on campus. Each aspect of this project was rewarding to me personally and, I believe, of benefit to those who were able to take advantage of the program.

Alice J. Fielder
Student Intern, 1989

Sample Letter

SONOMA STATE UNIVERSITY

Reference Department
The Ruben Salazar Library
707 664-2161 or 2162

Dear

The Ruben Salazar Library at Sonoma State University (SSU) recently received a lottery grant for a Community Service Internship which was first offered during the Spring semester 1988. The proposal was for a library project for the university and Sonoma and Marin County school districts to familiarize high school students with library research skills. Sixteen schools and over 1500 students participated in the program during its first offering. The Ruben Salazar Library is pleased to have been granted funding in order to once again offer the library learning programs.

Pat Wollter, a reference librarian and instructor at SSU, and Alice Fielder, the student intern who is a senior in the Hutchins School of Liberal Studies, are available to visit school sites, meet with teachers, school librarians, and students. Following their presentation, students and teachers will be invited to visit the university for a library tour and research. Students may return to the library on their own time, after receiving their assignments, to work on particular projects in more depth or to use information sources in specific fields not available in their school libraries.

For this project we have developed and offer the following:

-- a lecture of approximately 30 minutes on research materials and search strategies at the Ruben Salazar Library appropriate for high school students.
-- transparencies to accompany the lecture.
-- a 7-minute slide exhibit of Ruben Salazar Library's highlights.
-- an attractive 21-page text for each student.
-- sample assignments for students, if desired by teachers.
-- a certificate of completion.
-- a visit and tour of the Ruben Salazar Library and assistance with student research during the visit.
-- a guided tour of the campus and a lecture by an instructor can be arranged, if desired, and if time permits.

Meeting the research needs of the community surrounding the university is one of the charges of the Ruben Salazar Library. This includes reference service and instruction in library use, in both conventional sources and new technologies.

Please contact either Pat Wollter or Alice Fielder by calling (707) 664-2862 to schedule a visit or for further information.

Sincerely,

Pat Wollter Alice Fielder

Sample Letter

SONOMA STATE UNIVERSITY

Reference Department
The Ruben Salazar Library
707 664-2161 or 2162

Dear

We would like to thank you for participating in the School District Library Project offered by the Ruben Salazar Library at Sonoma State University this Spring. Students in 8th through 12th grades from a number of school within our outreach area were able to be involved in the presentations and/or tours.

In an effort to improve upon the program currently in effect, we would like to ask that you and as many of your students who participated, complete the enclosed evaluations and return them at your earliest convenience.

Also enclosed is a sample certificate of completion. If you would like certificates for your students, please send their names and personalized certificates will be returned to you.

Once again, we would like to thank you for making your students aware of the resources available to them at the Salazar Library.

Sincerely,

Pat Wollter Alice Fielder

Rohnert Park, California 94928 The California State University

EVALUATION

Please answer the following completely.

1. Did your experience in the SSU Library better prepare you to do research on your own? (Circle one)

   definitely yes somewhat not at all

2. Would you now feel secure about using the SSU Library to do research? (Circle one)

   yes maybe no

3. If you answered "maybe" in question #2, please explain what your reservations are in the space provided below.

   ---

4. In what areas of library research do you feel most confident? (Circle one or more)

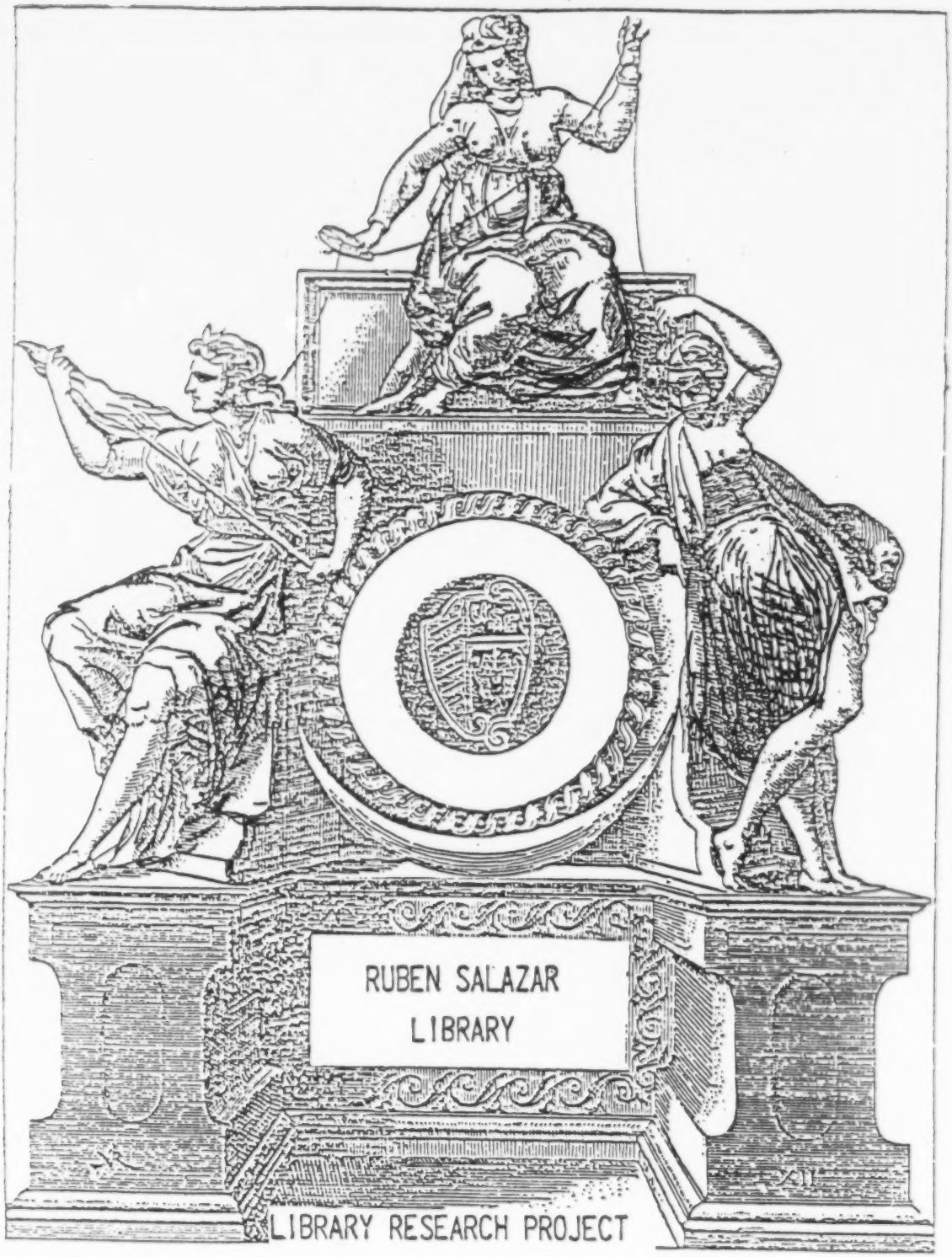
Card Catalog	Book Collection
Reference Books	Periodical Collection
Periodical Indexes	Microform Room
Newspaper Indexes	InfoTrac Computer

5. In what areas of library research do you feel least confident? (Circle one or more)

Card Catalog	Book Collection
Reference Books	Periodical Collection
Periodical Indexes	Microform Room
Newspaper Indexes	InfoTrac Computer

6. What are your suggestions for improvements regarding the content or presentations of the material?

SONOMA STATE UNIVERSITY



_____ has managed to successfully complete the LIBRARY RESEARCH PROJECT at the Ruben Salazar Library at Sonoma State University in Rohnert Park, California on _____, 1988.

Name: _____

Library Pre-Post Test

General Library Skills

For each of the following questions, choose your answer from the list. More than one answer or an answer that is not on the list is acceptable. Write the letter(s) that correspond(s) in the space provided after each question.

A. Encyclopedia
B. Dictionary
C. Thesaurus
D. Reader's Guide to Periodical Literature
E. Almanac
F. Newspaper Indexes
G. Atlases
H. Gazeteers or Geographical Dictionary
I. Biographical Dictionary
J. Current Biography
K. Who's Who in America
L. Who's What in America
M. Magazines
N. Consumer Reports
O. Guinness Book of World Records
P. American Heritage Magazine
Q. Background Notes of the Countries of the World
R. Statesman's Yearbook
S. National Geographic Magazine and Index
T. Worldmark Encyclopedia of the Nations

1a. What types of reference books or materials do you usually use in the library most often?

_____

_____

1b. If you are looking for general information on a subject or a topic, what type of reference would you use?

_____

_____

1c. If you are looking for the meaning of a specific word or term, what type of reference materials would you use?

_____

_____

1d. If you are looking for information on certain places or countries, what type of reference materials would you use?

_____

_____

1e. If you are looking for records of statistics about a country or the leader of the country, what type of reference books and materials would you use?

1f. If you are looking for a famous person in the past, or in the present, what type of reference books would you use?

2a. If you need information on current events or topics, besides the newspaper, what material should you use?

2b. What guide do you need for finding these materials?

3. By what system does the Ruben Salazar Library arrange its books?

4. If a book does not have a Library of Congress number on it what is it?

5. In the library, how are books arranged on the shelf?

6. Define a call number.

7. Why do we need a classification scheme?

8. In which order would the following call numbers be found on the shelf?

		1	2	3	4
a.	1, 3, 4, 2,	PN	PN	PN	PN
b.	2, 3, 1, 4	3448	86	451	771
c.	4, 3, 1, 2,	S 45	S 32	S 6	S 46
d.	2, 3, 4, 1	A 5			

Below are some Library of Congress call numbers assigned to books. Show where the additional books in questions 9 and 10 would go.

1	2	3	4	5	6	7	8
JK	JN	JN	JN	JN	JQ	JS	JV
2255	12	36	1129	1129	5	113	1018
C 45	C 8	H 4	C 62	C 62	C 37	H 36	H 47
			H 42	H 5			

9. Where would a book with the call number JN 121 C 62 be placed?

a. between books 3 and 4
b. between books 2 and 3
c. between books 5 and 6
d. between books 7 and 8

10. Where would a book with the call number JN 1129 C 7 H 3 be placed?

a. between books 3 and 4
b. between books 1 and 2
c. between books 5 and 6
d. between books 6 and 7

11. How are the biography books arranged in the Ruben Salazar Library?

_____

_____

12. What is a common magazine that provides information on fair market value or the best buy for your money on a product or merchandise?

_____

_____

13. What would you like to learn from this project? List as many things as you can think of.

_____

_____

_____

_____

_____

_____

Name: _____

Card Catalog Assignment

To locate a book in the library you must first find its call number. You may search under the personal author, corporate author, or agency responsible for writing the book; for the title; or for its subject.

1. Look for your last name in the Card Catalog. If you find it, give the following information about the book listed:

   Author (full name): _____

   Title: _____

   Call Number: _____

   If you can't find your name, complete the above information for the book where the author's name would be filed directly in front of yours.

2. Your instructor recommends that you read the book entitled:

   _____

   What is the call number? _____

   Who is the author? _____

When looking for books **about** a particular subject, the Library of Congress List of Subject Headings will help you decide what subject terms to use. Books **about** persons will also be listed in the Card Catalog and the subject heading in the Card Catalog will be that person's name, although individual names will **not** be listed in the Library of Congress List of Subject Headings books.

3. You are to do a research paper on _____
   What is the subject heading for the topic used in the Card Catalog according to the "use" reference in the Library of Congress List of Subject Headings books?

   _____

4. You have a short paper to do for another course and would like to read something on a specific aspect of _____
   Using the "SA" reference, what other subject heading(s) might also be helpful in looking up material?

   _____

   _____

   _____

5. In the Card Catalog see if the library has books on your topic. Look for a book on _____
What are the author, title, call number, and date of publication of the **first** book listed under this subject heading?

Author: _____

Title: _____

Call Number: _____

Date of Publication: _____

6. People are also subjects. Look up a book about _____ _____ in the Card Catalog. What are the author, title, call number, and publisher of the **first** book listed about this person?

Author: _____

Title: _____

Call Number: _____

Publisher: _____

Name: _____

Reference Works Assignment

1. Using the most appropriate specialized subject encyclopedia look for the topic _____
Circle the encyclopedia below that you used.

   a. Encyclopedia of Education (Ref. LB 15 E52)
   b. Encyclopedia of Computer Science and Engineering (Ref. QA 766.15 A48 1983)
   c. Encyclopedia of Islam (Ref. DS 37 E523)
   d. Encyclopedia of World Art (Ref. N 31 #533)
   e. International Encyclopedia of the Social Sciences (Ref H 40 A2 I5)
   f. McGraw-Hill Encyclopedia of Science and Technology (Ref Q 121 M3)

2. After reading the article in one of the above encyclopedias you now want a good book on the subject. Give the author and title of the **first** book listed in the bibliography.

   Author: _____

   Title: _____

3. According to the Stateman's Yearbook (Ref JA 51 S7) who was the Prime Minister/President/Ruler of _____ in 1980?

   _____

4. In the atlas section locate the Times Atlas of the World (Ref G 1021 T55 1980). In addition to maps, what other types of information are included?

   _____

   _____

   _____

Name: _____

Biography Assignment

1. In one of your classes you are asked to write a report on

_____

written by _____.

As part of the assignment you must find biographical information about the author. Find biographical information in a biographical dictionary or other reference sources.

Start with the Biography and Genealogy Master Index (Ref Table 1) Locate the author's name. Which reference books are cited (e.g., ST & PR 75)?

Turn to the front cover of the book to find the full name for the citation (e.g., Standard & Poor's Register of Corporations, Directors & Executives is the full name of the above abbreviation).

If this library has the cited volume, the call number will be written on the sheet pasted on the table before the volumes.

Give full citation used: _____

Page: _____

If another source is used, give source: _____
Page: _____

2. Using the Biography Index (on the Index shelves) look for someone with your last name. IF it is not there, use one that would alphabetically **follow** yours if it were there.

Date of Biography Index: _____

Person's occupation: _____

Person's birthdate: _____

Name: _____

Book Reviews Assignment

1. Look at the attached citation from the Book Review Digest and answer the following:

The Author _____

_____

has written a book entitled _____

_____

_____

which is reviewed in _____

_____.
(journal's full title)

Volume _____ Date _____

Page _____ The review is _____

words long.

If you were looking for other books on this subject, what subject heading would you look under in the card catalog?

_____

_____

_____

BRENNER, REUVEN. History—the human gamble. 247p $17.50 1983 University of Chicago Press
302 1. Social conditions 2. Gambling 3. Creative thinking
ISBN 0-226-07402-1 LC 83-5780

"Innovation and risk, Brenner believes, arise from people down on their 'luck.'. . . [The author seeks to link] changes in status and their resulting ventures to fluctuations in population that are beyond human control. He contends that sudden growth in population, decreasing the individual share of wealth and altering its distribution, upsets the stability of traditional societies based on custom, kinship, and trust and leads them to gamble on new institutions—laws, contracts, market systems, governments." (Publisher's note) Index.

"As an economist, [Brenner] is unusual and refreshing, for he discounts elegant mathematical models that explain nothing, since they originate in premises about human action that everyone agrees are purely utopian. . . . He is an intellectual: he reads several languages, appreciates history, is philosophically alert, and—most important—carries into his work a humanist sympathy and vision alien to all economics chained to 'science' and 'value-freedom.'. . . The book is meant to 'prove' a simple thesis, repeated dozens of times: people above all desire 'self-preservation,' and when they experience a sudden fluctuation in their condition relative to others, they 'gamble' on new ideas, that is, they 'think' or behave 'creatively.'. . . Brenner's idea is comforting . . . but he must omit or ignore so much of the cultural-historical record that his claim to have devised a general theory of human action is completely overstated."
Am Hist Rev 89:1299 D '84. Alan Sica (600w)

"Brenner presupposes throughout a rationally calculating human being and has therefore no difficulty in solving all sorts of problems, moral, historical, philosophical, to his own evident satisfaction. . . . Although he must be welcomed as an economist interested in history, he should also be warned of the distortion involved in using history as a grab bag for evidence to support a set argument."
Choice 21:1358 My '84 (270w)

"For Brenner's line of reasoning to apply, it would be necessary that all of the entrepreneurial efforts, from the invention of the steam engine to conquest of an empire, be undertaken by people who think of them as unfair gambles. There is no reason to believe that this is true. All of this leads to some rather bizarre historical reasoning. As an example, he discusses anti-Semitism and attributes its root cause to the 'fact' that Jews were literate, whereas the surrounding peoples were not. . . . He uses the Greeks

2. Using another index (e.g., Book Review Index) to book reviews, find a second review of the book.

Index used _____ Date _____

The reviewer appears in (full title of periodical) _____

_____ Volume _____ Date _____

Page _____.

Name: _____

Periodicals, Newspapers, and Microforms Assignment

Using either the Magazine Index or Reader's Guide to Periodical Literature located in the Reference area:

1. Look up the subject _____ in the index and find the articles relating to this topic. Copy down the full citation for an article listed under the heading.

   a. What is the complete citation? _____

   _____

   b. In the citation above, what is the title of the article?

   _____

   c. What is the full title of the periodical in which this article appeared? (Use the list of abbreviations in the front of the index.)

   _____

   d. What is the date of the periodical in which the article appeared?

   _____

   e. Check the "Current Periodical Holdings" list beside the indexes. Does SSU have this periodical? _____ For the date indicated? _____

   f. According to the citation above, on what pages did the article appear?

   _____

   g. Now, go upstairs to the Periodical shelves and locate the periodical which should be shelved in alphabetical order by its title. Find the article on the page cited in the index. Photocopy the first page of the article and attach it to this answer sheet.

2. In the Microform Room locate a newspaper published the day you were born and note a major news event for that day.

   Title of newspaper: _____

   Date: _____

   Major news event: _____

   _____

Name: _____

TOPIC ATTACK

1. Use the Library of Congress List of Subject Headings to locate your topic _____
These large red volumes are located at each end of the Card Catalog. Develop a list of subject headings to use for a Card Catalog search. Write your list below. Include any topic listed as "SA" or "RT".

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

2. Use the Card Catalog to find some sources of information. Use your topic list above and look through the Card Catalog. Select 3 to 5 non-reference books that you think might be good books to use for beginning your research. Complete the bibliographical information on those books below.

Call Number _____ Description

Author _____ _____

Title _____ _____

Place of Publication _____ _____

Copyright Date _____ _____

Call Number _____ Description

Author _____ _____

Title _____ _____

Place of Publication _____ _____

Copyright Date _____ _____

Call Number _____ Description

Author _____ _____

Title _____ _____

Place of Publication _____ _____

Copyright Date _____ _____

Call Number _____ Description

Author _____ _____

Title _____ _____

Place of Publication _____ _____

Copyright Date _____ _____

Call Number _____ Description

Author _____ _____

Title _____ _____

Place of Publication _____ _____

Copyright Date _____ _____

3. On which shelves could you browse to find additional books (call number) on your topic?

_____

4. Go to the second floor of the library to the book collection. Find three of the books that you selected from the Card Catalog. Briefly glance through the books and write a short description of each book in the space provided for question 2.

5. Browse in the book collection. Find an additional book about your topic. Record the bibliographical information on the book and write a short description of the book.

Call Number _____ Description

Author _____ _____

Title _____ _____

Place of Publication _____ _____

Copyright Date _____ _____

6. REFERENCE BOOKS can be found on the first floor in the reference section of the library. Search the Q and R sections to find the following.

Find a **general encyclopedia** and locate your topic. Read the article in the encyclopedia about your topic and fill in the information below.

Call Number _____

Author/Editor _____

Title of Reference Source _____

Title of Article _____

Place of Publication _____

Publisher _____

Edition and Date _____ Volume _____ Pages _____

Description _____

_____

_____

Find a **scientific dictionary** on the reference shelves. Locate your topic or a specific term related to your topic in the dictionary. For instance, if your topic is heart disease prevention you might look up the term "preventive medicine". Copy the dictionary entry and bibliographic information below.

Call Number _____

Author/Editor _____

Title of Dictionary _____

Place of Publication _____

Publisher _____

Edition and Date _____ Pages _____

Definition _____

_____

_____

What other information besides the definition of a term could you get from this dictionary? _____

_____

Why might a specific dictionary give you more information about your subject than a general dictionary? _____

_____

Find an encyclopedia that relates specifically to **science** or **health** in the reference shelves. Locate your topic in the encyclopedia. Complete the information below.

Call Number _____

Author/Editor _____

Title of Reference Source _____

Title of Article _____

Place of Publication _____

Publisher _____

Edition and Date _____ Volume _____ Pages _____

Description _____

_____

_____

Find an **Almanac** or **Handbook** in the **Q** or **R** section of the reference shelves. If possible, find some specific information, dates, statistics, or data on your topic. Complete the information below.

Call Number _____

Author/Editor _____

Title of Reference Source _____

Title of Article _____

Place of Publication _____

Publisher _____

Edition and Date _____ Pages _____

Specific Information _____

_____

_____

Browse the reference shelves. Find one other reference book that you could use for your topic. Complete the information below.

Call Number _____

Author/Editor _____

Title _____

Publisher _____

Edition and Date _____

Description _____

_____

_____

7. PERIODICALS: locate your topic on an **InfoTrac** terminal across from the main library entrance. Print out any references that you could use for your topic. Attach the printout to your assignment

Find a current Reader's Guide to Periodical Literature located on shelves near the reference desk. Find **five** articles not included on your InfoTrac printout. Write bibliographic information on those articles below.

Check the Periodicals Holding List to see if your article is in the SSU collection. Place a check beside those articles in the collection.

In Collection?

Author _____ _____

Title of Periodical _____

Title of Article _____

Date ofPublication _____

Volume _____ Pages _____

Author _____ _____

Title of Periodical _____

Title of Article _____

Date of Publication _____

Volume _____ Pages _____

Author _____ _____

Title of Periodical _____

Title of Article _____

Date of Publication _____

Volume _____ Pages _____

Author _____ _____

Title of Periodical _____

Title of Article _____

Date of Publication _____

Volume _____ Pages _____

Author _____ In Collection? _____

Title of Publication _____

Title of Article _____

Date of Publication _____

Volume _____ Pages _____

Check the Newspaper Index in the Microform Room on the second floor of the library. Locate **three** articles in newspapers that you think would relate to your topic. Include bibliographical information below.

Author _____

Title of Publication _____

Title of Article _____

Volume _____ Issue _____ Pages _____

Author _____

Title of Publication _____

Title of Article _____

Volume _____ Issue _____ Pages _____

Author _____

Title of Publication _____

Title of Article _____

Volume _____ Issue _____ Pages _____

Find one article from your list above in the microform room. Read the article and write a brief summary in the space below.

_____

_____

_____

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_____

Check the American Statistical Index in the reference department. Find **three** reports from Government Agencies that would apply to your topic. Complete the bibliographic information below.

Title of Publication _____

Government Agency _____

Date of Publication _____

Title of Publication _____

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Find one of these publications in the microform room. Briefly scan the publication, looking for material that you could use. Below write down **three** facts that you found in the publication.

Facts from Government Publication _____

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